

# INTED **2020**

14th International  
Technology, Education and  
Development Conference

2-4 March, 2020 - Valencia (Spain)

## CONFERENCE PROCEEDINGS



*Sharing the Passion for Learning*

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## CONFERENCE SESSIONS

### ORAL SESSIONS, 2nd March 2020

Mentoring & Tutoring  
Virtual and Augmented Reality (1)  
Competence Based Evaluation  
Smartphones in Education  
Coding & Computational Thinking  
Entrepreneurship Education  
Student Engagement, Support and Motivation  
Immigrants Education & Inclusion  
Experiences in Primary and Early Childhood Education

Technology-Enhanced Learning and Teaching (1)  
Virtual and Augmented Reality (2)  
Blended Learning  
Audiovisual Media for Learning and Teaching  
Computer Science Education (1)  
New Challenges in Higher Education  
ICT in Special Education  
Cultural Heritage Education  
Digital Literacy & ICT Skills (1)

Distance Learning Experiences  
Open Online Courses & Educational Resources  
Collaborative Learning Experiences  
Social Media in Education  
Computer Science Education (2)  
University-Industry Cooperation  
Inclusive Education  
Intercultural Education  
Business & Accounting Education

Distance & Personalized Learning  
Virtual and Augmented Reality (3)  
Problem Based Learning  
Technology-Enhanced Learning and Teaching (2)  
Media Literacy in Education  
Quality Assurance in Higher Education  
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### POSTER SESSIONS, 2nd March 2020

Experiences in Education  
Global Issues in Education and Research

**ORAL SESSIONS, 3rd March 2020**

Digital Assessment (1)  
e-Learning Experiences  
Game-based Learning & Gamification  
ICT Skills among Teachers (1)  
Lost or found in translation?  
Employability & 21st Century Skills  
Experiences in Maths Teaching  
ICT enhanced Language Teaching and Learning (1)  
Learning Space Design

Digital Assessment (2)  
Training the e-Trainer  
Creativity & Critical Thinking  
ICT Skills among Teachers (2)  
Leadership and Educational Management  
Work-integrated Learning  
Teaching and Learning Mathematics  
Language Learning  
Architecture Education Experiences

Learning Analytics  
Impact of New Technologies on Education  
Flipped Classroom  
ICT Skills among Teachers (3)  
Pedagogical Innovations  
Internships & Workplace Learning  
ICT in Mathematics Education  
ICT enhanced Language Teaching and Learning (2)  
Digital Innovations in Engineering Education

Learning Assessment  
Next Generation Classroom  
Project Based Learning  
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Ethical Issues in Education  
Entrepreneurship in Higher Education  
Challenges and Experiences in STEM (1)  
Foreign Language Learning Experiences (1)  
Engineering Education Experiences

Digital Literacy & ICT Skills (2)  
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Active Learning  
Professional Development of Teachers (2)  
Gender Issues in Education  
Curriculum Design  
Challenges and Experiences in STEM (2)  
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Curriculum Design in Engineering Education

**POSTER SESSIONS, 3rd March 2020**

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Pedagogical Innovations and New Educational Trends

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Barriers to Learning  
Blended Learning  
Collaborative and Problem-based Learning  
Competence Evaluation  
Computer Supported Collaborative Work  
Curriculum Design and Innovation  
Digital divide and access to the Internet  
Diversity issues and women and minorities in science and technology  
E-content Management and Development  
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Educational Research Experiences  
Educational Software experiences  
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Evaluation and Assessment of Student Learning  
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Experiences in STEM Education  
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**Webinar Learning Methods in Serving Students of Distance University**  
(Briefing case study on the Practice Experience Law course (PPB),  
FHISIP bachelor law student at UPBJJ-UT Semarang)

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Topics: Pedagogical & Didactical Innovations (Learning and Teaching Methodologies)

**Abstract**

Open University as the first state university to implement a distance learning system has students spread throughout Indonesia and abroad. In facilitating management, there are units called the Distance Learning Program Unit (UPBJJ). UPBJJ-UT Semarang, covering 13 districts/ cities in Central Java that giving innovate to provide services and improve quality. Towards deliver students to do practice experience law course in a state court, there must be a common perception and debriefing. During this time the debriefing was carried out at UPBJJ-UT Semarang. It is not effective, because students from various regions must come to Semarang to sacrifice work, time, money, and energy. Debriefing is a pre-activity so students know the steps that must be taken during PBB implementation, so that delivery of information will be understood by all students. Webinar is an effort to provide cheaper, easier and faster services. Students do not have to leave their activities in discussing, gathering and carrying out equations of perception. From there an experiment was held on the PPB course (HKUM4410) using webinar. After webinar, an evaluation is immediately carried out. The authors use a questionnaire through Google form for students. Then the authors analyze and describe the results. From the analysis, it is known that students who welcome positively (strongly agree and agree) with webinar is in the range of 90%. From the evaluation, the authors conclude that students respond very well to the existence of activities using webinar.

Keywords: PPB, webinar, UPBJJ-UT Semarang

## A. BACKGROUND

The development of increasingly sophisticated technology conditions the world to enter the era of the industrial revolution 4.0 which is a state that focuses on digital economic patterns, artificial intelligence, big data, robotic, internet of things, and so on, known as the phenomenon of disruptive innovation. In this situation all levels of society, both lecturers, law enforcement, government staff, and others are required to be smart in dealing with changing times that are VUCA (Volatile, Uncertain, Complex and Ambiguous). Services that have been assisted with modern digitization must meet the principles of faster, better, cheaper, by always improving quality. In this era there were no more obstacles in providing prosperity in society.

The geographical area of Indonesia, which is connected to one another by the sea, causes uneven education. The role of technology is vital, so that it can touch people in all corners of the country to get the same education. Open University, as the founder of tertiary institutions with independent, open and distance learning systems, is a solution for the development of communities in areas far from school "buildings".

Indonesian Open University applies 2 methods of learning, namely online tutorials (using media) and face-to-face tutorials. 2 methods combined between modern and conventional. With this method, people have choices in accordance with their respective situations and conditions. To support the face-to-face learning method, there are units spread throughout Indonesia, called the Open University Distance Learning Program Unit (UPBJJ-UT). In this paper we will discuss learning methods at UPBJJ-UT Semarang.

Semarang is the capital of the province of Central Java. The mindset of the people of Semarang in terms of education is very advanced. There are various famous universities in Semarang, both state and private universities. However, UPBJJ-UT Semarang remains a choice with many students who are scattered in each region. UPBJJ-UT Semarang covers 13 districts/cities in Central Java province. The majority of UT Semarang students are working from different regions. With so many majors offered, it also accommodates the needs of the community for the right to get an education in accordance with the talents of their interests. In this study the authors highlighted the practical experience of debriefing (PPB) activities at Semarang UPBJJ-UT Law students.

PPB is a compulsory subject that must be taken by UT law students on the condition that they have taken Procedure for law students to register for UN courses is to meet academic and administrative requirements.

Academic requirements include:

1. Have taken at least 90 SKS
2. Have or are currently pursuing Agreement Law (HKUM4402), Legislation Theory (HKUM4404), Civil Procedure Law (HKUM4405), Criminal Procedure Law (HKUM4406), Arbitration, Mediation and Negotiation (HKUM4409) by showing a list of test scores or marks proof of registration.

While the administrative requirements are:

- a. Registering practice experience law courses (HKUM4410)
- b. PPB cover letter for the judicial institution in practice

There are 2 methods offered in PPB courses, namely through online practice and face-to-face. For UT Semarang students, many are more dominant in choosing face to face. With direct practice to the court will get experience that is really real and applicable, so that students gain direct impressions and knowledge. On PPB students will observe the trial in court, students will be guided to handle criminal and civil proceedings with court instructors. Students will also play a role / modcourt as judges, prosecutors, clerks, and even act as defendants. Not only practical experience of lawyers, students are also given knowledge about the preparation of court files in the form according to court standards, including making minutes of examination, pledoi, lawsuit, replicas, duplicates, decisions, and so forth. Really a course that awaited law students. Before conducting PPB in court, there is an activity called equality of perception and equipping. Where in these activities students are explained what should and will be done in court later, implementation procedures, group division, and what is collected as an assessment. The activity which lasted only a few hours had a big effect on the successful implementation of PPB. So it is important for students to take part in equality perception and debriefing activities. In the event it was carried out centrally in UPBJJ-UT Semarang. PPB students from various districts/cities came to the UT Semarang campus. This is what makes obstacles. To come to the city of Semarang following the briefing and equality of perception which is only a few hours, students must not come to work, incur transportation costs, take time to come. If students do not come, it will be confused with the assignments and the steps when practicing law. The author obtained the data in previous studies evaluating the implementation of PPB courses at UPBJJ-UT Semarang. This is what drives the writer to innovate using the webinar method in the perception equality and PPB debriefing activities at UPBJJ-UT Semarang.

## **B. METHODOLOGY**

This research uses quantitative methods, with the research instrument in the form of a questionnaire. Data obtained from primary data in the form of questionnaire results and from secondary data with literacy from the PPB handbook. Research respondents were PPB students during the 2019.2 registration period from Kendal and Pemalang districts.

## **C. RESULTS**

According to Tom Wayteg (2013) in an internet dictionary, webinar is a term used to refer to virtual seminars, or online seminars, including parts of a distributed education program. Webinar is a seminar, presentation, teaching or workshop conducted online. Can be interpreted online face-to-face meetings delivered through internet media that can be attended by many people who are in different locations. By using the webinar method, students can still do their work or carry out routine activities in their respective places. The webinar method is in accordance with the principle of the 4.0 era, where service can be very easily and wherever located, faster and more accurate because it does not require a lot of time, effort, and staying connected is conveyed with information. In addition, the webinar method is in accordance with the implementation of the vision and mission of the UT Law S1 study program, especially the mission at point 2 which is "providing opportunities for learning in the field of law to all levels of society".

The steps to use a webinar are as follows:

1. Students who register PPB in the data then create a WA group for socialization and notification of the webinar method on the debriefing and perception that will be done
2. Students must have skype for business applications to do webinars
3. Resource persons (can be assisted by UT's ICT team) create a webinar link and share it with students who will take part in the webinar
4. Students click the link that has been given and follow the steps in the link and finally the student can attend / enter the webinar activity.

The carrying out of the debriefing activities and the equality perception of PPB is carried out carefully starting from the preparation, implementation, and evaluation. From the results of the analysis of the questionnaire that was distributed and filled out by students who took part in the debriefing using the webinar method it was seen that the students welcomed and supported the webinar method in the briefing and equality of perception. The analysis results obtained as follows:

- A. Strongly agree = 42.86%
- B. Agree = 45.72%
- C. Less Agree = 11.42%
- D. Disagree = 0%

From there it can be seen that students agree and strongly agree in welcoming debriefing activities through webinars. All can easily join the webinar without being constrained by distance and time as well as getting direct information from interviewees about the implementation of PPB in court.

From the results of the evaluation, the authors conclude that the webinar activity at the last stage of the activity was successful and could be used for other activities without students coming to UPBJJ.

From the link below it can be seen that students get a common perception with a relaxed and interactive atmosphere.

<https://drive.google.com/open?id=1MsJOVmiOIZGUta74QHa9gQNPKgSK3Q9N>  
<https://drive.google.com/file/d/1Gptpb6ZVZBhgKIMDJqohm69foZm8bH8J/view>

The high positive percentage of the webinar method in the supply & perception equation, was also accompanied by several inputs that could improve the application of the next semester's webinar method. These inputs include webinar activities carried out on weekends or afternoons so that those who work mobile get a good and clear internet signal, uninterrupted. Summary of these inputs is very useful for taking policy next semester.

Webinar method is not only used for debriefing activities and the perception of PPB, but can also be used for other activities, where we can connect with one another without having to come in the same room. With the webinar method we only need an internet/wi-fi connection and gadgets, after that we can meet, talk, discuss like face to face in the same place, with the time, effort, and cost that is not much.

#### D. CONCLUSIONS

The conclusion of this paper is the use of the webinar method in debriefing PPB UPBJ-UT Semarang law students is very welcomed by students. Webinars are a solution for people of the 4.0 era with the principle of excellent service. Webinar method can be done for various other activities. With a webinar, it can enable people with extremely busy activities to stay connected to the world. Even on a larger scope, namely to maintain a culture of meeting together, discussing common problems to reach an agreement can also be done with a webinar. In Indonesian society which has local wisdom, namely consensus agreement, by sitting together to solve problems together, because the density of activities of each culture will eventually erode. But with a webinar, local wisdom based on digitalization/modernization can be done without eliminating the main goal of achieving mutual agreement.

The recommendations of this paper are the use of webinars on debriefing activities and the perception of practice experience in PPBJJ-UT Semarang in the next semester by considering the available inputs, including at weekends, training many times before implementation so that they can be entered easily and doesn't look complicated because it first uses a webinar.

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